**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) * How will you prevent these failures? * What will you do to maintain consistency? * How will you know if it is working? |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:   * *Review set: 5 questions*   *1. What is the product of 7 x 8*  *2. What is the product of 70 x 8*  *3. What is 1000 more than that product.*  *4. Write it in expanded form*  *5. What is the number with a base of 2 and an exponent of 3or 23* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Partner Response as to what they think it means. Then teacher gives correct meaning and uses word wall, followed by written response in Math Journal. 2. How will you provide multiple opportunities for vocabulary to be used in context? Provide activities where words are used, i.e. illustration, acting out, define using the Frayer Model, or other graphic organizer models, investigations of the word (to be used throughout the week as learning tools). | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) * Use all of the above |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. What materials/manipulatives will you need? Class set of Base Ten blocks 2. Will each student have enough materials to model the problems?   -If they do not, will you have them pair up or adjust the problems? Pairing up or working is small groups not to exceed three students.   1. Where will students record their work during this phase of the lesson? White boards, either individual or on class board. One representative from each group. 2. How will you check for understanding during this phase of the lesson? Whiteboard, think pair share, 3. Will you use the *Extend? Write a number in expanded for using exponents where possible. Use as a whole class wrap up to check for understanding.* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  Choose one option:   * + *Visual Learning Animation* (on-line or CD) Please use this. Most video clips have good animations, are simple and help clarify concepts for students.   + Overhead Transparency Use document camera.   + *Visual Learning* Bridge in Student textbook  Also use paper with of cubes, flats, rods, and units.   + Document camera  1. Check for understanding during the *Guided Practice*. Model one or 2 before then let students work on their own. 2. Where will students record their work? 3. If most students are struggling during this phase of the lesson, what will you do?    * Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*.    * Use lessons from *Meeting Individual Needs.*    * Use the *Differentiated Instruction: Intervention* lesson. 4. Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign? Differentiate Practice sheets, after indepth work in guided practice in book. 2. Where will students record their work? On working paper whether you choose math journals or worksheets. 3. Will you collect, grade and record the independent practice? Yes. Collect, spot check and returned. Grade independent work for completion. 4. How will you check for understanding? Verbal cues, independent work scores. 5. If students do not finish the problems assigned for independent practice, will these problems be homework? Yes, it will be a must. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding   * + PLC/Grade-Level common formative assessment   + *Quick Check* (in *Teacher Resource Masters) The following morning starter.*   + *Writing to Explain Please use this and emphasis the importance of this piece. Allow several students to read their explanation.*   + *Mind Game Quiz Show*   + Student buzzers or AverPens If available.   Formative Assessment Tools  End of each Quarter:   * + *District Common Formative Assessment* (CFA) | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Choose from the many options:     * + *Differentiated Instruction*   + *Math Project*   + *Meeting Individual Needs*   + Teacher-led interventions   + *Leveled Homework*   + Online games from *Envision Digital Premium*      1. Will you do these activities and if so, when? 2. When will you give directions on how to play? 3. What materials will be needed for the activities? 4. Will you work with the Intervention group? 5. How will you determine which activities will be assigned to each group of students? | |
| **HOMEWORK** | |
| Choose from the many options:   * Finish *Independent Practice* and/or *Problem Solving* assignment * *Leveled Homework* * Online games from *Envision Digital Premium* * Online tutorials from *Envision Digital Premium*  1. Will you collect and grade homework? Yes 2. Will you discuss homework? Is so, when? The next day after the morning starter or review | |